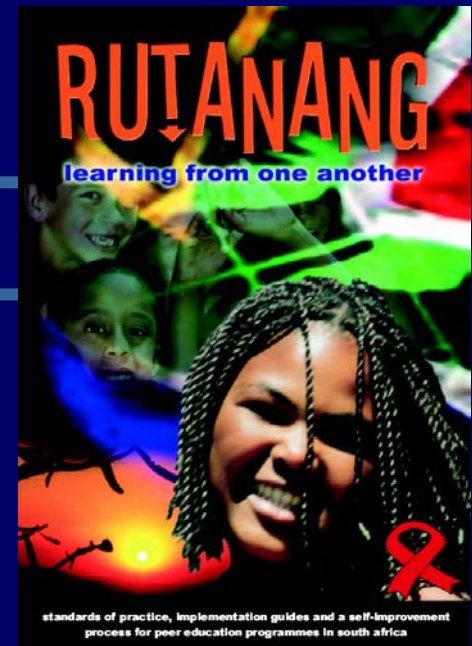




Taking Peer Education Seriously

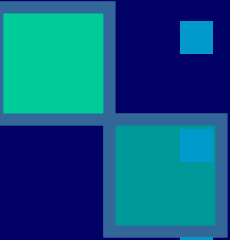

Charles Deutsch

Harvard School of Public Health







A Brief Global History of Peer Education

- 
- Strong theoretical and practical basis
 - Widely used in many traditions, settings
 - Across many health issues
 - Confusion about goals and purposes
 - Rare evaluation of poorly designed programs
 - Isolated programs, much enthusiasm, no rigor
 - Lack of data on inputs, outputs, or outcomes
 - No standards of practice or concept of system
- 




Goals of the Harvard/ Rutanang Collaborative

- 
- Take peer education seriously as a methodology
 - Applied to needs of SA in pandemic
 - Improve practice
 - Monitor and evaluate progress
 - Through a sustainable system
 - Integrated across sectors
 - At scale
- 



A National Peer Education System


- Consensus on goals & standards of practice across sectors thru nat'l consultative process
 - Common indicators and unified MIS
 - Stable T&TA and tools development capacity tailored to each sector
 - Mechanism for mutual support
 - Accreditation for performance standards, transferable skills, career path
 - Ongoing external formative & summative program and system evaluation
- 

SA Peer Education System



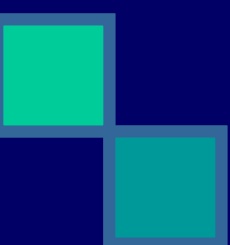



SAPESI Principles

- Support policy and personnel within existing institutions, systems, networks
 - Guidelines and adaptable tools, not standardized model or products
 - Work with partners that make explicit commitments to chance for success
 - TA to tailor formative research, design, implementation and evaluation to context
 - Higher education an essential partner
 - Materials, data publicly owned and shared
 - No branding – SAPESI stays in background
- 

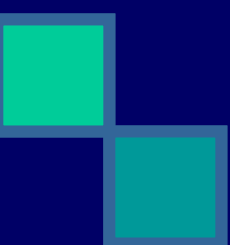



Peer Education

- Delivery system for active and proactive social learning at all ages
 - An access strategy integrating prevention, promotion of VCT, care and support for OVC's, reducing stigma, sexual violence
 - Complements mass media campaigns that deliver messages and information
 - Beyond awareness examination of socio-emotional barriers, norms, leadership, advocacy, civic engagement
- 
- 

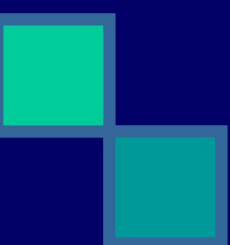



PE to Promote Uptake of VCT

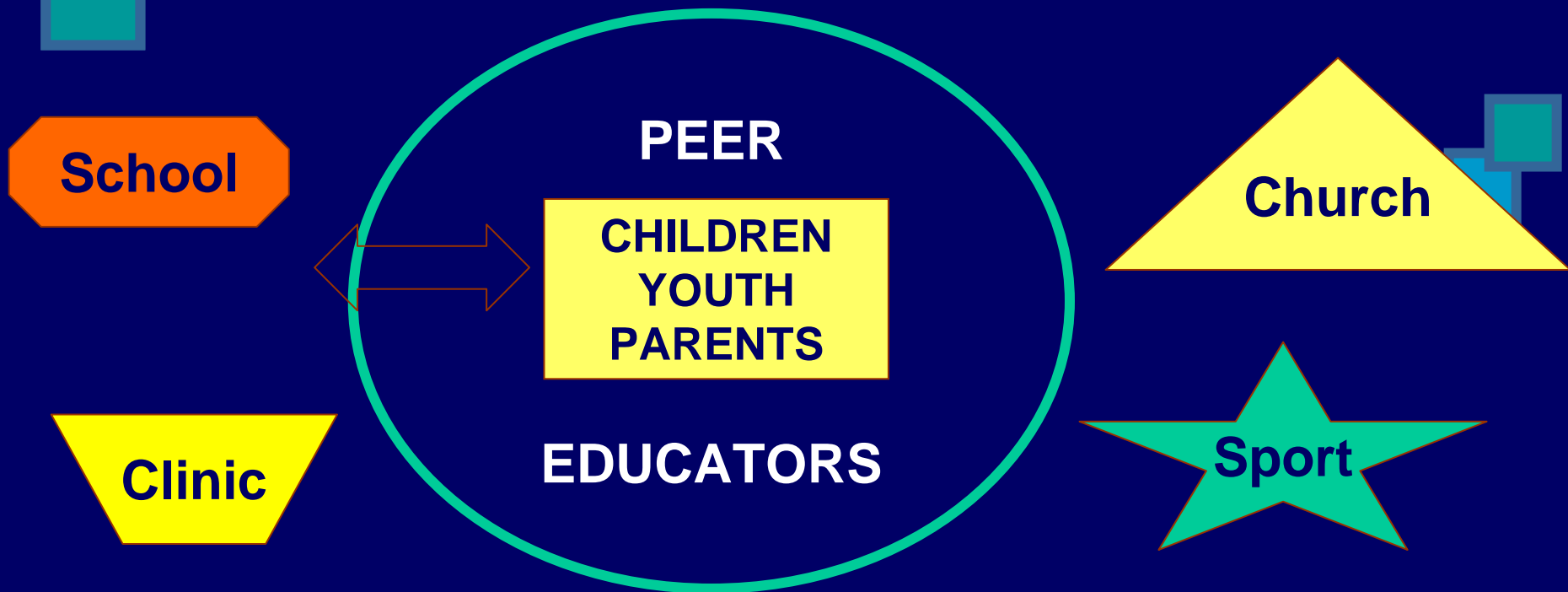
- 
- Proactive structured and semi-structured education in prevention setting creates opportunities to encourage VCT
 - Repeated contact, trusting relationships
 - Normalizing participation
 - Knowing people and process
 - Naming and addressing fears
 - Helping to reduce stigma
 - Connecting after testing
- 



PE to Support OVC's

- 
- Proactive primary prevention creates exposure and opportunities for helping
 - Benefit of accurately naming and understanding the problems
 - Introducing resources
 - Keeping OVCs connected to school, congregation, community
 - Structured psycho-educational mutual support groups?
- 

Advantages on the Ground





Rutanang STEPPS: Standards for Excellent Peer Programs

- 
- Planning
 - Mobilizing
 - Supervisor Infrastructure
 - Linkages
 - Curriculum
 - Peer educator infrastructure
 - Management
 - Recognition and reward
 - Evaluation
 - Sustainability
- 



For Help Using Peer Education

- 
- *Rutanang* books at www.heads.ac.za – training resources
 - Dr. Kenau Swart at kenswart@global.co.za
 - Higher Education resources and contacts at barbara@hesa.org.za
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THANKS!